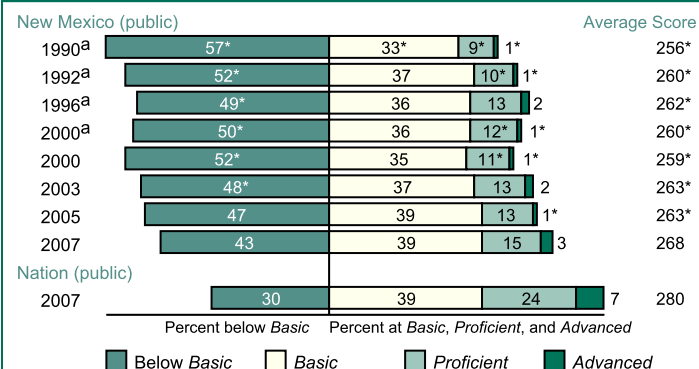


The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

### Overall Mathematics Results for New Mexico

- In 2007, the average scale score for eighth-grade students in New Mexico was 268. This was higher than their average score in 2005 (263) and was higher than their average score in 1990 (256).<sup>1</sup>
- New Mexico's average score (268) in 2007 was lower than that of the nation's public schools (280).
- Of the 52 states and other jurisdictions that participated in the 2007 eighth-grade assessment, students' average scale score in New Mexico was higher than those in 2 jurisdictions, not significantly different from those in 3 jurisdictions, and lower than those in 46 jurisdictions.<sup>2</sup>
- The percentage of students in New Mexico who performed at or above the NAEP *Proficient* level was 17 percent in 2007. This percentage was greater than that in 2005 (14 percent) and was greater than that in 1990 (10 percent).
- The percentage of students in New Mexico who performed at or above the NAEP *Basic* level was 57 percent in 2007. This percentage was not significantly different from that in 2005 (53 percent) and was greater than that in 1990 (43 percent).

### Percentages at NAEP Achievement Levels and Average Score



<sup>a</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics achievement levels correspond to the following scale points: Below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; Advanced, 333 or above.

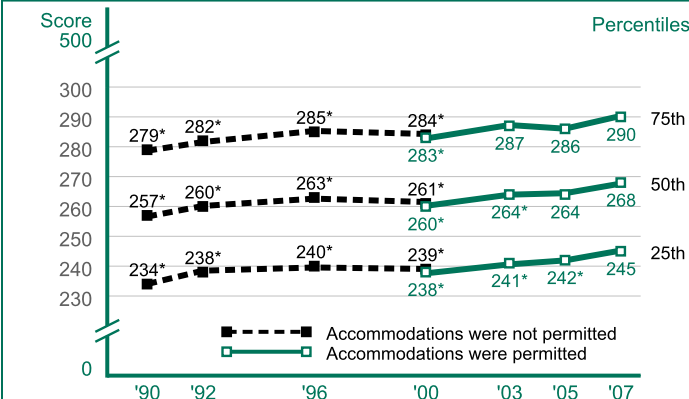
### Performance of NAEP Reporting Groups in New Mexico: 2007

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent of students at or above Proficient	Percent Advanced
Male	52	268 ↑	43	57	19	3
Female	48	267 ↑	44	56	16	2
White	32	285 ↑	23	77	33	6
Black	3	264	48	52	12	2
Hispanic	52	260 ↑	52	48	10	1
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	12	253	60	40	7	1
Eligible for National School Lunch Program	59	258 ↑	55	45	9	1
Not eligible for National School Lunch Program	40 ↑	282 ↑	27	73	30	6

### Average Score Gaps Between Selected Groups

- In 2007, male students in New Mexico had an average score that was not significantly different from that of female students. In 1990, the average score for male students was higher than that of female students by 6 points.
- In 2007, Black students had an average score that was lower than that of White students by 21 points. Data are not reported for Black students in 1990, because reporting standards were not met.
- In 2007, Hispanic students had an average score that was lower than that of White students by 25 points. In 1990, the average score for Hispanic students was lower than that of White students by 24 points.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 24 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 21 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 45 points. In 1990, the score gap between students at the 75th percentile and students at the 25th percentile was 45 points.

### Mathematics Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels performed.

# Rounds to zero.

‡ Reporting standards not met.

\* Significantly different from 2007.

↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

<sup>1</sup> Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in New Mexico were 2 percent and 2 percent in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/mathematics/interpret-results.asp#statistical>.

<sup>2</sup> "Jurisdictions" refers to states and the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for the National School Lunch Program, which provides free and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2007 Mathematics Assessments.